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Director of Training	NO CHANGE in Class. DECLASSIFIED Class. CHANGED TO:		O		
Weekly Summary Report	DDA Momo. 4 I	Apr 77	8		

- 1. At the request of FE Division, DD/P, a Korean Familiarization Course is being organised for analysts and clerical personnel performing elementary reference work. The course is being planned to meet for one two-hour session a week for ten weeks, and commence during the month of September.
- 2. Arrangements have been completed for the admission of one student each in the Hungarian and Hunarian Sending Courses of the Sational Security Agency.
- 3. The Foreign Service Institute, (spartment of State, and the National Security agency have been apprised of Agency language training requirements for FY 1955. Information has been requested as to the capabilities of these agencies to assist ClA in meeting these requirements.
- 4. A special briefing was provided for the newly appointed Beputy for Intelligence, Far Bast Air Forces.
- 5. Two commissioned officers of the Office of the Mirector of Intelligence, USAF, attended the Indoctrination Progress on 22 July 1954.
- 6. A rating form for use in the systematic evaluation of written products has been developed. In addition to being used in ORE, a 1D/P training course, and in OCI as part of the writing ability study, it is being used in the Basic Intelligence Course (Intelligence) as a method of evaluating writing ability as shown in course projects.
- 7. On 25 June, the External and Language Training Mivision conducted a series of Russian Language proficiency examinations open to all CIA personnel. Thirty-five persons participated in these examinations, the Agency component breakdown being as follows: TS5, 10; OS1, 10; SR, 6; OCD, 4; ORR, 3; GOSSO, 1; and OTA, 1. The test was divided into reading, writing and speaking phases, with candidates permitted to elect any or all phases. The examinations were administered by Mr.

 OTR Slavic language instructor; Mr.

 OTR Slavic language instructor; Mr.

 OTR Contact Division of the Office of Operations, who has not wide experience with the

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is reasonable to expect that the proficiency testing program may serve the twofold purpose of providing impartial and objective evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual's evaluations of language skill to be made part of the individual of evaluations of language skill to be made part of the individual of evaluations of language skill to be made part of the individual of evaluations of language skill to be made part of the individual of evaluations of language skill to be made part of the individual of evaluations of language skill to be made part of the individual of evaluations of language skill to be made part of the individual of the individual

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